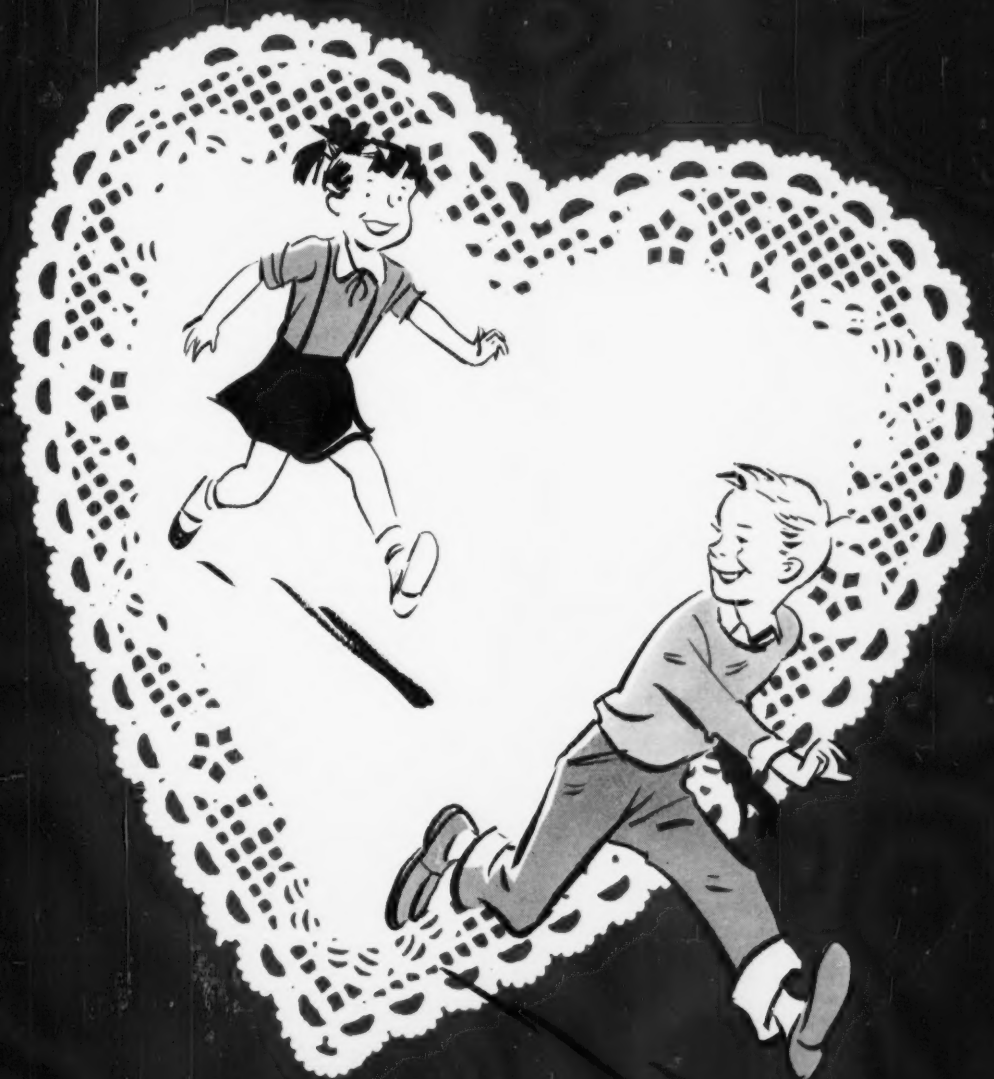


SAFETY

FEBRUARY 1949
Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



Be Extra Careful This Leap Year!

Be a star driver

By Bobby Dodd

WHEN you play football, you start by accepting a great many rules and limitations made for you—not by you. For example, the field of play is limited to 100 yards by 50 yards. It is clearly marked so you can stay within it. Referees and field officials decide when rules have been violated, and assess the penalties. All of the rules and regulations are designed to make the game a real challenge, yet safe and sane.

The star player, the one who gets the respect and admiration of the public, is the player who can consistently do his job *within the rules*. Believe me, that takes a real skill, plus self-discipline and self-restraint. Those qualities make a star.

When you drive an automobile, you start by accepting a great many rules and regulations made for you—not by you. There are limitations to where you can drive, and how fast. Our highways and streets are clearly marked in lanes and with signs so you can be constantly aware of the limitations. There are referees and officials—the police and highway patrolmen—to decide when rules have been violated, and courts to assess the penalties. All of these are designed to make automobile driving safe and practicable for the crowded streets and highways.

The "star" driver, the one who gets the respect and admiration of those who know and observe him, is the driver who consistently gets where he's headed, quickly if he needs to, but *within the rules*. That takes skill, self-restraint and self-discipline. Those qualities are a part of the good driver—the good sportsman.

Any "dumb-bunny" can drive a car without regard for the rules and limitations. It takes real skill to drive safely and within the rules.

The next time you're tempted to "cheat" on a traffic light, remember you are penalized when you get "off side." When you feel like crossing the yellow line on your side of the highway, remember that's like asking the referee to let you carry the ball on the wrong side of the side lines. That's kid-stuff.

Right here any similarity between football and automobile driving ends. Football is a game. Only two teams play on the field. There are no hazards to spectators. Automobile driving is different. You share the streets and highways with others—many of them are driving of necessity, on business. Your driving can be a hazard not only to yourself but to many others.

And the penalties for violations of rules and regulations are much, much more severe. The least penalty is arrest and fine; and a poor motor vehicle record that can be a lifetime handicap. The most severe penalty can be death to yourself and/or others. If you play at automobile driving, you're playing for keeps—with lives at stake.

Be a good sportsman when you drive. Get where you're headed, quickly when necessary, but *within the rules*—those made for you, plus your own good judgment. *Be a "star" driver!*

Bobby Dodd is head coach and athletic director, Georgia Tech, Atlanta, Ga. Reprinted from *Inspection News*, September, 1959.

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ABOUT THE COVER

This classical leap year action depicted by NSC artists Ralph Moses and William Wendland looks like fun. 'Twould not be so, if this lad had lived in Scotland in 1288 (and if he'd been a few years older). A law that year penalized a man for refusing a maiden during leap year. France followed with a similar law and likewise Genoa and Florence. The male artists felt obligated to caution: Be extra safe this year!

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S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIX No. 6 Section One

Nancy Nupuf Margolis, Editor
Robert O. Jones, Advertising Manager

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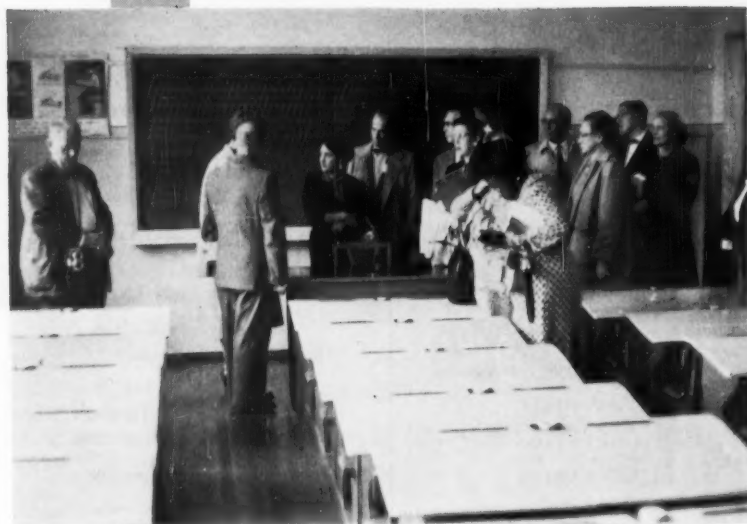
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Russia



Cutaway model of a Russian car
in a classroom where students can study
the functions of all parts.



Fairly typical Russian classroom.
In rural areas, students
learn how to drive tractors.

Drills Its Drivers

By Ruth Dunbar

Driver education in Russia is a two year course,
for the primary purpose of giving students an understanding
of the automobile engine, rather than driver skills.

IT'S A paradox that in Russia, where owning a car is a luxury beyond the dreams of the average citizen, schools are teaching driver training and there is no controversy about it.

But in America, where nearly every family has at least one car, many still question whether driver training belongs in the curriculum.

The U. S. Commerce Dept. reported that as of last January, there were 500,000 passenger cars in the Soviet Union, compared with nearly 57,000,000 in the United States. In other words, we had more than 100 times as many. The streets of Moscow are wide—and empty.

But in the schools of Moscow, and in other cities as well, we saw children studying driver training in rooms that were better equipped than most other rooms in school.

Usually there was a cutaway model of a car where students could see the function of all parts. Other rooms had only the front half of a car. There were spare engine parts which were passed around the classroom. In addition, there were illuminated traffic signs and teaching posters.

When we visited Russia a year ago not all schools had driver training. It is part of the new "polytechnic" or vocational program that is being introduced in all schools as rapidly as possible. In a rural area we visited they were teaching how to drive a tractor rather than a car.

Driver training is a two-year course, taught in the ninth and tenth grades. It meets either three or four hours a week. In the tenth grade, students get 10 to 15 hours of on-the-road training. At the end of the course they may take the examination for a driver's license. However, the principal of one school told us

that only about 50 percent of those who complete the course can pass the stiff exam.

The In-Service Institute for Training Teachers in Moscow also had a driver training room, where teachers could brush up on their knowledge. The director explained that the purpose of teaching driver training is not primarily to train drivers, but to give students an understanding of the automobile engine, which is basic to many other engines.

In the course, students have to learn not only how to drive, but they must master the theory of how the engine works. (Teachers described this and other polytechnic courses as "science in action," or "applied physics." And they must learn how to repair the car if anything goes wrong. We were told that to get a driver's license in Russia, you must pass three tests—theory, repairing the engine, and on-the-road driving.

Material supplied by the Russian embassy shows that Russia also has many driver training establishments outside the schools. Before taking a course either to qualify as an "amateur driver" (private car) or a "professional," one must pass a medical examination where hearing, sight and condition of the nervous system are checked.

The training in these specialized courses seems to be much the same as the course in the public schools, except that trainees get more training behind the wheel. Amateurs get 25 hours, whereas the future professional gets a 50-hour course.

There is no question that Russia trains drivers (and non-drivers) far more thoroughly than America does. The embassy says that accident statistics show the advantages of such training, for although the number of cars in the Soviet Union is growing, the number of accidents is steadily decreasing●

Ruth Dunbar is the education writer, *Chicago Sun-Times*.

FEBRUARY, 1960

An Apple A

SINCE safety is so closely allied to one's well-being, it is an intrinsic part of the health education program from the time the pupil starts his school life until he finishes. Only when we have helped each individual to develop self-assurance and self-care will we be able to extend his responsibility for protection of others.

As in all areas of the curriculum, the instruction for safety needs to be planned in accordance with the maturity level of the learner. Experience over a number of years has indicated that the emphasis should be on helping pupils to develop a sense of caution rather than of fear. We have found that learning the right procedures is more effective since otherwise the pupils may only remember the wrong thing to do. - This causes delay and confusion in their reactions. Emphasis in health education is placed on safety teaching that is positive, preventive and timely. Every possible precaution to prevent the occurrence of accidents is stressed.

Organization of this safety teaching consists of three aspects:

1. Administrative responsibility
2. Guidance of pupils in developing safe practices
3. Development of an over-all plan for the school system so that the safety teaching is challenging, realistic, sequential and based on sound principles of child development

Mary Rappaport is associate, school health and safety education, New York State Education Department, Albany, N. Y.

The principal of the school is responsible for the safety of the pupils. He may assume this duty entirely or delegate part of the responsibility to a member of his faculty. Frequently this person is the director, supervisor or coordinator of the health education program.

The teachers study the environmental factors for safety, the physical activities of the pupils, their means of coming to and from school, the accident records, and their social and emotional behavior, since these are so important in guiding each individual and the group in developing desirable safety attitudes and practices. The goal is to help the pupils to know how to meet various situations and to become self-directing and self-reliant in safety practices. Obviously for safety, a close cooperation of home, school and community is essential.

When a child enters school, he must have guidance for adequate safety protection. At first the learning situations are simple and pertain mostly to the child's personal safety. Gradually he is able to assume increasing responsibility for his own behavior and for safeguarding others.

In the primary grades, learning experiences are planned to help these youngsters know their names, home addresses, safe routes to and from school, how to travel on streets, walks and roads, the proper way to get on and off buses, observance of the traffic signals — what they mean and how to act when signals are used and when they are not used. Other teachings deal with learning to read and obey signs, understanding the policeman's role and that of school safety patrols, discussing safe and unsafe places to play, learning proper use of playground equipment, practicing safety in classrooms, corridors and other areas in the

Day—

isn't the only preventative measure discussed and learned in health classes. Inherent in the needs for healthful living are the needs for safe living.

By Mary B. Rappaport



school building, knowing how to leave and return during fire drills, realizing the need for getting help in case of fire, and understanding that keeping materials orderly helps to prevent accidents.

In the intermediate age group, the pupils are helped to understand the traffic work of the school and to participate in safety patrol activities in the school building, on the grounds and when coming or leaving school. Bicycle safety is stressed as well as safety in swimming and water sports, coasting, skating, safety in camping and outdoor living, the materials included in first-aid equipment, fire hazards and cooperation in fire prevention and the proper way to give fire alarms. Guidance is also continued to reinforce the practices learned in the primary grades.

The objectives for the pupils in the elementary schools are (1) to know what to do in situations which may be hazardous at school, in home and in the neighborhood, (2) to be able to use skill and judgment to avoid accidents; to understand that fear, fatigue, confusion, anger,

irritation are apt to make a person less able to cope with situations involving one's own safety and that of others; (4) to realize that what a person does or does not do may jeopardize the safety and welfare of his associates and (5) to participate in the activities at school to prevent accidents.

In the junior high school, the teacher, through subtle skillful guidance, can do much to help these young adolescents realize the seriousness of safety problems and to want to do their part in reducing the accident toll.

In their health course, the study for safety includes causes of pedestrian accidents, how to avert accidents at home, causes of fires at home and elsewhere. In addition, they discuss precautions for safety of young children, inspection, care, testing and proper riding of bicycles, proper use of machinery and tools, safety skills in sports including swimming, canoeing, sailing and other outdoor activities in scouting, hiking and camping. The pupils discuss the functions of safety patrols, traffic squads and safety councils, police and fire departments and of boards of educa-

tion and other public agencies for the safety of citizens.

The planned experiences include trips, review of films, radio and television programs, visits with community personnel who can contribute to their understanding of safety measures, surveys of the streets in the community and exploration of ways to make the community safer. The discussions, reports and tests involve use of books, flyers, pamphlets, construction of posters, graphs, charts, and other media devised as means for communication of ideas.

In the senior high school, the need for vigorous safety measures is given emphasis. The goal is to help these students realize that the hazards today are so great and the techniques for overcoming them so complicated that each person *must* do his part for fitness and survival in this atomic, machine era.

The motivation may be a visit to traffic court by a committee or class group, a survey of recreation facilities and report on hazards and accidents, a talk on safety problems and programs by an interesting person from the safety council or police, fire or health department, a film on hazards and safety measures, clippings of accidents written up in newspapers, periodicals, flyers, slides or materials on occupational hazards.

The group discussions in health classes may include problems such as

1. Can travel by motor vehicles be made as safe as transportation by planes, railroads and ships?
2. What safety measures have public carriers found effective?
3. How can the driver, passenger and pedestrian be protected from transportation accidents?
4. What are the causes of accidents that kill or injure so many children and adults in homes?
5. What protective measures would contribute to home safety in the kitchen, basement and other rooms in the house?
6. What are some causes of accidents in garages and driveways and how can they be prevented?
7. What safety factors should be considered in the location, planning, construction, use of equipment and maintenance of a home?
8. What are responsibilities of a landlord and a tenant for safety?
9. What measures should be used to prevent accidents in care of animals?

10. Where do most of the accidents occur on farms and how could they be prevented?

11. Who is responsible for preventing occupational accidents? What means are used to prevent mishaps in industry?

12. Have school safety programs been effective in reducing accidents?

13. As a citizen, how can I do my part in promoting safety?

Students are interested in "What makes them tick." In our health education programs, teachers help them to understand that the way a person acts and feels makes a crucial difference in his safety practices. The pupils find out some of the reasons why people become confused and insecure. Study is made of the relationship of health status to safety behavior. They learn that fitness is dependent upon mental, emotional and social aspects of well-being as well as the physical. The teachers carefully plan learning experiences to help them understand that our emotions, our feelings, our impulses contribute to the ways that our bodies react. When the pupils really understand that their skill, judgment and reaction time are affected by their attitudes, teachers have observed decided changes in their safety behavior. The pupils generally are intrigued with the fact that they are studying psychology of human behavior. The teachers stress the fact that accidents are not accidental; that tensions, stress and frustrations make a person less alert and hence more prone to have a mishap since sensitivity to the environment is blunted.

The pupils in senior high school need to understand that the community has responsibility for the provision of safe playgrounds and recreational facilities. They are encouraged to participate in community safety programs and to find out the functions of municipal, state and national agencies in safety protection measures.

Learning facts is only part of the instruction and is of little value unless they are put into action. Insofar as possible, the teaching of safety must be direct and specific for each activity. As in other aspects for healthful living, safety teaching needs to be centered on real problems and life-like experiences. It needs to be geared to the pupils' varied developmental levels. It should be challenging and lead the pupils on to seek ways whereby the problems may be met. This is what we are trying to do in our school health and safety education programs●

Report All Repeat None!

Accident reporting should serve a positive function
by guiding efforts in safety education.

IN SETTING the stage for this discussion, let me go back in history to the early days of the safety movement. Tracing the development of accident reporting may help to clarify its present status and suggest ways and means in which child accident reporting can be made more useful to all of us.

Back in the 1920's, when accident prevention was a rather aimless affair, those of us in safety education (for want of something better to do) set up a series of cooperative crusades on a nation-wide scale. These ventures seemed to gain permanent stature quite readily and each Safety Congress would see another launched with much fanfare and beating of drums. There wasn't much rhyme nor reason to any of these crusades except that they caught the fancy of school people and the general public because the hit tune of that era, "Safety First," had been popularized by industry.

These campaigns, like their predecessors of the Middle Ages, lacked sound planning. We simply dreamed up crusade titles such as "Organize that School Patrol," "Prevent School Building Accidents," "Be Safe in Your Home," and gave them a push. I don't know whether they did much good or not—nobody ever knew. So, to begin with, safety education just grew like Topsy—probably as a result of these campaigns. They did satisfy a public demand, however, and I suppose they did accomplish something in that they made people aware of the need for action in the field of safety education.

And then our complacency was jolted. Someone finally got around to asking an embarrassing question: "How much have we accomplished? How much have we reduced child accidents by all of our crusades and fanfare?"

Nobody knew. We had only fragmentary statistics to use in coming up with an answer.

George Silverwood is director of safety, Public Schools, Greenbay, Wis.

That spotlighted the need for a concerted effort in the reporting of child accidents. Forms were hastily devised and a reporting plan was put into operation.

Since that time the original forms have undergone so many revisions that today they bear little resemblance to the original data sheets. Just as the accounting facilities have improved, so has the philosophy behind accident reporting. Safety coordinators and supervisors came to appreciate the fact that these statistics could best be used in directing and guiding efforts in child accident prevention. Rather than considering this data as a means by which we could defend and justify our programs, we began to realize that here was a tool that could serve *positive* functions. Not only could we use it to evaluate and appraise the success of existing programs; we could also pin-point and define hazards to child safety. We could tailor new measures to fit existing needs.

The result was that the collection of comprehensive child accident information and subsequent study and analysis of this data became recognized as the very foundation of an adequate safety education program.

What was lacking now was long-term coverage and this shortcoming was remedied when several supervisors came up with annual summaries of the monthly report information. These yearly analyses broke down the causes of accidents into such categories as time, place, age of pupil, kind of injury and severity in terms of time lost from school. On the basis of this information, school authorities could intelligently direct efforts in prevention.

We exchanged these annual reports and borrowed and stole ideas from each other. We pared down tabulations to cover the more vital and essential phases of the problem and spent more time studying causative factors. We stressed more and more the setting forth of suggestions for positive action.

turn page

It wasn't long before we were able to come to one definite conclusion about accident facts: You couldn't *generalize* about the treatment of child accidents. The problem didn't follow the same pattern in different communities. In one school system bicycles proved responsible for many pupil accidents. In another city of comparable size the bicycle was virtually no problem because of a vigorously enforced local ordinance.

With respect to all kinds of school jurisdiction accidents (and virtually all other types except those which occurred in the home), we were able to show quite conclusively that each community must study its own situation to set up an effective program of child accident prevention.

The home accident presented quite a problem. At the outset we couldn't get enough data on this type of mishap to be able to draw any conclusion. School systems just weren't interested in pupil injuries that occurred outside the realm of the school. So we were faced with the question of how to obtain this data; how to convince school people that any threat to the physical welfare of the child is a *moral* responsibility of the school—even if there is no legal responsibility involved. This meant a "selling" program—an educational campaign that has lasted for many, many, many years—and still we have educators who refuse to collect non-school jurisdiction data. Invariably they shrug the matter off by saying that the responsibility for these accidents lies elsewhere.

All the information we have been able to obtain on home accidents to pupils seems to indicate that we *could* generalize about this type of mishap—were it not for the fact that, generally speaking, home accidents are noticeably lower in communities where the schools have concerned themselves with this accident category—where data has been collected and used in planning the over-all safety education program.

That brings us up to date. We can point to a number of facts that we feel have been amply demonstrated over the years:

1. It isn't enough to collect and disseminate child accident statistics. Teachers will not *study* this information. It must be translated into easy reading. Concrete and specific counter-measures must be set forth as teaching suggestions or be incorporated into the course of study.

2. It is unwise to assume that nation-wide statistics can be used to define the child acci-

dent problem in an individual community.

3. Low accident frequencies do not necessarily indicate the quality of the safety education program; they may simply reflect poor accident reporting.

4. Few school systems have achieved good coverage of non-school jurisdiction accidents. As a result the school jurisdiction rate, in most instances, suffers by comparison.

5. In order to achieve thorough reporting, it is necessary to carry on a *continuous* campaign among principals, teachers and students.

6. It is unwise to release annual accident summaries to the press, as irreparable harm can be done to the safety education program if these facts or figures are handled carelessly.

7. Concentration of effort in certain phases of the safety education program usually results in a frequency reduction in those phases. However, when this increased effort results in less attention to other areas, the overall frequency will remain about the same.

8. Comparison of local accident frequencies with those on a nation-wide scale is inadvisable. Comparison of *ratios*, however, is frequently valuable. For example, if the ratio of building mishaps to play area accidents is five to four according to national figures, and the local statistics show this ratio to be three to one, this would indicate there might be need for study and action.

9. By and large, the best medium for collection of accident facts is the Standard Student Accident Reporting System. While still far from perfect, it is generally accepted that this system is far more practical and effective than any other yet devised. It must be constantly studied with a view to possible improvement.

It seems time to appraise the situation—to evaluate our ability to capitalize fully upon information we obtain on child accidents. That is our job—to discuss the data we have at our disposal and to make an honest effort to determine if these are the *most important accident facts*. Are we collecting information that has relatively little significance and could be deleted from the accounting program? Is there data we need that we are not obtaining? Can we up-grade our methods of collection, the way in which we analyze the facts, and the manner in which we utilize our conclusions?

Let's think about it, discuss it, and see if we can't recommend ways in which one of our most important tools can be refined and improved●

U L T I M A T E O R D E R

Red-faced teacher

Teachers run all kinds of risks—but this one reported in *School Management* is a unique occupational hazard. It seems this teacher and three teenage boys were standing watching a girl changing a tire, when an indignant woman's voice boomed, "My goodness, you men could at least help that poor girl." Slightly embarrassed, the driver education teacher had to explain that this was all just part of a course.

Family appeal

They didn't plan it this way—but everyone can only praise the results. Actually the driver retraining five-day clinics being held throughout Texas were promoted primarily for adult education. But many teenagers have been urging their parents to take them along. Sponsored by the Greater Waco Safety Council, the Texas Department of Public Safety and Home Demonstration Councils, the clinics have turned out to be clinics appealing to families and resulting in post-discussions in the home.

Drowning in autos

The grim death from being trapped and drowning in autos claims about 400 U. S. lives each year. Drivers whose cars plunge into water could save themselves by calmly staying put. Usually, riders frantically try to open the doors but are prevented by the pressure of the water outside. If the riders would calmly keep the windows closed and let the car fill with water, the pressure inside would soon equal that outside, and the doors would open easily. There's enough air in the car to last longer than the time it takes for the water pressure to be equal inside and out. When the water stops rising, riders take a deep breath, open the doors and push out and up to the surface.

Boost for driver ed

Maine became the third state to enact legislation requiring drivers under 17 to pass an approved driver ed course before they may receive a driver license. Effective: Sept. 1, 1960. Michigan and Connecticut have similar laws.

Space Man safety game

Children read traffic safety messages on their breakfast tables daily for a month last fall in Iowa. The message, printed and illustrated on half-gallon milk cartons invited youngsters to, "Be A Safety Space Man" and explained how to play the "Safety Space" game all the way to school. The idea was to stay in "safety spaces"—sidewalks, intersections supervised by school patrols or traffic lights and close to curbs for bike riders. More than half a million cartons were distributed by 20 dairies in cooperation with the Iowa Department of Public Safety.

Swim or learn

Swimming ability and water skill tests were given to all freshman men at the University of Michigan. Men who couldn't swim 50 yards and perform some simple water maneuvers necessary in an emergency are being taught in special swim classes. The test results will guide U-M planning of water skills and safety programs.



"Do school safety patrols protect at the expense of safety education?" is the forum in print question this month.

Patrols educate students . . .

Walter E. Morris, School Safety Patrol Program, American Automobile Assn., Washington, D. C.

PATROLS do not protect at the expense of education in the majority of communities with active programs. Ten years ago 460,000 members were reported being active. Today, some 770,000 boys and girls in more than 33,000 schools provide the living personal reminders and examples for teaching children better traffic safety attitudes and habits. Such growth strongly indicates the value this program has as a school activity.

Protection and education are both needed! The question is "How much—when and where"?

The past decade has had a vehicle registration and school enrollment increase of more than 40 per cent. Pedestrian injuries among the 5 to 14 year age group have shown a decrease of 16 per cent. Despite a fine performance record we must view these youngsters as they are in school classed circles—pri-

mary, elementary and junior high pupils. The youngest, 5 to 9, averages almost three times more pedestrian injuries than the 10 to 14 group. School safety patrols and police have done an effective job in protecting and educating children at intersections and crossings but they can not do it alone. Parents, starting with the pre-school child, must share in traffic safety education, by setting a good example for their children at all times especially as a pedestrian.

If a patrol program is questioned as being desirable, then it is time to evaluate the activity. Investigation will probably find such important items missing as: full time police coordinator; interested teacher-sponsor, monthly meetings, parents understanding of program, continuous instruction, training and supervision, uniform operation throughout school system, adult guards or police knowledge of school traffic safety program and recognition of a job well done.

My youngsters teach me something every day. Many times a reminder passed on by the patrol boy or girl. I have no doubt that any traffic safety education program does as much in helping others to help themselves as does the school safety patrol●

Without Education?

False sense of security . . .

William H. Ridgeway, chairman, Creighton School District Safety Council, Phoenix, Ariz.

FOR MORE than 30 years school safety patrols have been the "eyes and ears" of school children at their most formative age of development. What are the results? Take a good look at downtown U.S.A. The walking public wanders on and across our streets and highways with the calm indifference of a sacred cow on a congested street in India. And apparently, he believes he has the same divine rights. Protection and little or no safety education has helped to create in America a vast legion of unconscious pedestrians. Deaths and injuries continue to rise.

To help change this picture, children must be educated at the earliest possible age to look out for themselves. Safety education that trains is not enough; safety education must teach independent choice. Using patrol boys to protect children and to tell them when it is safe to cross the street is a practice that trains but does not educate. In this situation there is no room for thought or judgment on the part of the child, but merely a mechanical reaction. This is out of focus with reality because the child is not permitted to grow in experiencing human intelligence and adjustment.

Generally speaking, a child coming to and from school is protected in a "guarded" crossing only about two minutes a day, 10 minutes a week or less than 10 hours per school year. Think then, of how many hundreds of hours the child will spend crossing the same and similar streets without protection.

The record of a minimum number of accidents in protected school crossings may be commendable, but remember the many children killed at other crossings because they were not taught to think for themselves.

Each new day brings forth more hazards to human safety—hazards that cannot be eliminated. Parents, teachers and law enforcement officers have a mutual obligation to teach children to live with these increasing hazards. Protection without education, as is true with the

standard use of patrol boys, gives only a false sense of security. It seems sufficient to say, protection must be built into each child by teaching him when to cross the street and when not to cross—where to walk on a street and where not to walk, and finally, how to conduct himself in or near the street for his own safety.●

What constitutes service . . .

Grace Ellen Stiles, Division of Graduate Studies, University of Rhode Island, Kingston, R. I.

RESPONSE to this question must result from experience with programs and the children who function in them. By and large the attitude indicated by visits of upper grade children to teachers of first and second grade children is one of "telling on them," reporting their lapses in obeying the patrol officer. Perhaps this is inherent in the program. The specific incident cited may not be typical because of the obvious problem involved. However, it illustrates the need for attention to personal emotional problems as a part of safety education.

A much overweight fifth grade girl appeared at the classroom door just after the noon hour. She made her complaint against a bevy of first grade girls, and parted with the admonition to me that "You should tell the little children to mind big children." Let us overlook the obviously dangerous command for little children (or people) to mind big ones, and consider the symptoms pointing to emotional needs of the member of the patrol involved.

This student gave the appearance of an over-dependent, orally unsatisfied girl. Was this unhappy child seeking to gain psychic satisfactions through her "service" without any clear notion of what constitutes service to young children, and what constitutes manipulating them? Casual questioning of her directors did not reveal any policy of developing insights or getting at the fundamental needs of the patrol member.

Citizenship training through service to others, acceptance of government by law rather

than personalities, and personal maturing might be made inherent in the school safety patrol program. At the level of child administration, in this instance, it seemed to me that more questions were raised than were solved●

Child gains responsibility . . .

George P. Silverwood, director of safety, Public Schools, Green Bay, Wis.

A PROPERLY operated school safety patrol complements the school safety education program. It gives children the opportunity to utilize understandings of traffic rules and regulations which have been explained in the classroom. Youngsters learn to cross the street when told to do so by safety patrol members—just as throughout their lives they will have to obey the traffic control officer at hazardous intersections.

In a school situation where there is proper relationship between the safety education program and the school safety patrol, the pupils are aware of the fact that safety patrol members do not direct or control vehicular traffic.

They fully understand that the job of the school safety patrol is to guide and direct *pupil* traffic. After being told *when* to cross, each child is responsible for his own safety during the actual crossing. He knows that he must walk, not run. He realizes that he must be alert to the danger of carelessly operated motor vehicles and to a great number of possible emergency situations. The presence of the school safety patrol lessens the possibility of such an emergency. The school safety education program improves the child's ability to react properly if an unexpected emergency *does* arise.

There are many instances today in which it is wise to replace school safety patrols with adult crossing guards, because mature judgment is required at intersections where speed and volume of traffic is high. I can see no justification, however, to withdrawing school safety patrol services at intersections adjacent to school buildings if this is done simply to provide an opportunity for youngsters to protect themselves. There is ample opportunity to acquire proper habits, attitudes, and skills in the overall safety education program. Let's not go back to the days when we learned to swim by being pushed into deep water!●

Shouting "Wolf" Once Is Too Often

THE fraternity "brothers" all thought it was very funny to annoy sleepers by either shouting "fire" or ringing the fire alarm system or dinner buzzer. The problem with the fire alarm system had become so acute in this house in Eugene, Ore., that the manual stations had been taped up.

The three-story, all wooden building had an open dumb-waiter shaft. The open stairway was cut off at each floor by a single fire door at the head of each flight of stairs. Last fall the house was being prepared by a five man clean-up committee for the return of the 40 to 50 brothers. Evidently one of the committee men dropped a cigarette down the wooden dumb-waiter chute. The trash in the chute must have ignited, for about 2 a.m. the boys

were awakened by the dinner buzzer.

The shorted buzzer was ignored at first as a prank, but one boy sleeping on the second floor soon smelled smoke. He was forced to run to the third floor since the manual alarm system was inoperative. This young fellow had a reputation as a joker and therefore experienced the horrible frustration of having the other boys not believe him. Finally, he was able to convince them that they must leave.

One left by a fire escape—the other four down the stairway, which by this time was heavily charged with smoke.

The fire department in the city had been attempting for several years to explain the seriousness of fire safety to the members of the Interfraternity Council. It is indeed fortunate that the house was not completely occupied●

Reprinted from *Fire News*, November, 1959.



Through School Newspapers

Responsibility of school press

1. No age group is free from accidents. But high school youths and young adults in college are particularly prone to accidents because of the active lives they lead and because of the exuberance with which they engage in their activities. Much of this enthusiasm often is not preceded by careful thought, but rather is characterized by a vitality which includes living life to the fullest as though time were running out.

2. Unfortunately, often time does run out, because of serious accidents, or they are put on the sidelines for short or long periods of time, sometimes permanently. These young people can avoid injury to themselves or others with a little controlled thinking and with knowledge of how to prevent accidents.

3. The school press, both high school and college, has a real opportunity to influence young people toward safety. In fact, those publications which ignore this opportunity are evading a serious responsibility of being helpful, really helpful, to their readers. They are forcing other agencies, including the community weekly and daily papers and radio and television stations to be responsible for a service which they

should share with them. As publications edited primarily for young people, these media must take their share of responsibility for what is an important function of many groups. The school press must realize, too, that its influence on its young readers is likely to be greater than that of any other agency. Young people generally listen and respond to their peers more often than they do to their elders.

4. One of the most important functions of both the daily and school press is that of service, of being helpful to its readers, of being an influence for good. What better way does the school press have than to make its readers safety conscious? Even one serious accident prevented, in school or out, would make worthwhile all of the safety articles published.

Areas in safety education

5. Too often safety education for young people concerns only driver education. Though important because of the large numbers of automobile accidents, driver education is not the only area, however, for the school press. Those areas which should receive attention are as follows:

turn page

Usually only school accidents are news . . .

- a. Automobile and pedestrian safety
- b. Sports safety
- c. Safety in school halls and classrooms: particularly in the sciences, in home economics, industrial arts, and physical education
- d. Safety in the home

6. Though areas (a.), (b.) and (c.) are more within the province of the school paper than is (d.), there are times when the school press *can* do something about safety in the home. Christmas is a time, for example, when a feature could legitimately appear in a school paper about the care and lighting of a live tree, of building a fire in the fireplace, and the dangers of using candles. Young people become directly involved in Christmas activities around the home, and thus stories about home safety directly concern them.

7. There are many other facets of home safety which should concern young people, however, the school press cannot fulfill its major functions and take care of *all* aspects of safety. Discrimination in selecting wisely those areas which are legitimately within the province of the school press will probably do more toward making young people safety conscious than an overemphasis of all elements.

Suggested types of articles

8. **News stories**—Reporting accidents in the columns of the school press is one of the best ways of making people aware of the need for safety precautions. Since accidents that do occur on school property are legitimate news stories, the school press should publish them. However, a staff will need to handle such stories carefully, for some administrators might be fearful of the bad public relations that might accrue. Nevertheless, those accidents are news and should not be repressed. Accurate, objective reporting is of the essence here.

9. Should a staff ever encounter an administrator who objects to publishing accounts of school accidents, it should show him the value of such reporting in making readers

safety conscious. Most administrators will react favorably to an intelligent, well thought out presentation. A school can gain much more through honest, accurate reporting of accidents than by attempting to ignore them. Rumor lends itself to false accounts which can be much more damaging to a school than the truth. Oftentimes, the news story of an accident can be made the basis of an editorial or a feature story.

10. Usually only those accidents which occur on school property and which involve students and school personnel should be reported in the school press. Accidents occurring away from school are usually not legitimate news stories for the school press except incidentally as they affect school activities. For example, an automobile accident in which the student council president is injured would probably be reported by the community weekly or daily paper. Such an account would rarely be news in the school press, unless, of course, it happened near the deadline and was not generally known. However, should the president be injured so badly that he would have to resign his presidency, that fact would be the angle for the school paper, even though the accident happened sometime before. The accident in which the injury occurred would then become only a tie-in.

11. Staffs must keep focus and perspective in handling stories of accidents away from school, unless, of course, they happen in connection with a school activity, such as a trip to a theater or to a local business firm. Only then do the details of the accidents really become news for the school press. Reports of accidents away from school in a non-school capacity which affects students and school personnel can be handled, if necessary, as topics for editorials or feature stories, not as news.

12. **Editorials**—The editorial can be an effective means of helping to educate readers on aspects of safety if the writers investigate facts as reporters do, if they present them interestingly, and if they don't preach. Too many school press editorials on safety become sermonettes, full of generalizations ending with a "Let's do"

or "Let's not do" type of plea. A forthright, factual presentation, well written and appealing to the intellect and decency of readers, will accomplish much more than a haranguing, emotion-tinged essay culminating in a soapbox appeal like "stop driving so fast." Facts about an accident, for example, presented in a positive manner will do more to convince young readers what they should or should not do than all of the broad generalizations and "Let's do" type of sentences put together.

13. Usually the most effective editorial is the one which can be related to a news story appearing in the same issue or to some current news fact, one that has appeared in a recent issue of the school or daily paper. For example, suppose the daily paper releases police department statistics on a phenomenal increase in accidents involving local boys 16 to 18 years old. Such a story first appearing in the local

press would not be a news story for the school press. It would, however, serve as a topic for an interpretative editorial on the reason for this increase. The daily news story could serve as the news peg on which to base the editorial. Similar tie-ins can be made to other similar news stories in either the daily or school press. Editorials which have a local angle will usually be more effective and widely read than one on an aspect of safety which has no bearing on the local readers.

14. **Feature stories**—Feature stories usually have a dual purpose: to inform and to entertain. Most do both. Those feature stories concerned with safety, however, usually have as their primary purpose that of informing readers and influencing them. In this respect they are similar to the editorial. They are different, though, in the forms they may take. A feature story may be an interview with an accident

... but others can be editorials or features



victim, illustrated by a picture of the victim in a hospital bed with his body in a cast and legs suspended in the air by pulleys. Such an interview, particularly if with a prominent student, would have great reader interest and undoubtedly more impact than any editorial that could be written. A feature story might consist of a series of interviews with students who had once been involved in accidents. It might be an interview with the local chief of police on driving habits of young people in the local community.

15. A feature story might also be a story illustrated with pictures, if possible, about the precautions the industrial arts or science departments take to avoid accidents in their laboratories or shops. Such a story would help to make pupils safety conscious, and also be a good public relations story for the community. Another might be a story on the way the physical education department and the coaches attempt to avoid accidents in gym classes and in athletic competition. A series of pictures illustrating football gear that helps to protect players is always a good human interest type of safety story as well as a good public relations story to assure parents that the school does take safety precautions.

16. Many national stories regarding accidents affecting young people can serve as news pegs on which to build local feature stories. For example, suppose a poll conducted by *Scholastic Magazine* reveals teenage reasons for accidents happening to them. Results of that poll could be reported and expanded with a similar poll of the student body. Differences and similarities could be pointed out. There are many opportunities for feature stories of all kinds. Staffs need to be alert and imaginative in the use of their "feature eye."

17. **Pictures and cartoons**—Artwork, of course, always adds interest to copy and sometimes can be more effective than any news story, feature or editorial. One of the most effective editorials on safety was a picture without a single word—no caption, no cutline. It was a picture of the lower part of a car on snow covered ground with a smashed sled lying under its left rear wheel. Nearby was what appeared to be a pool of blood and a little boy's wool cap and one glove. The dramatic impact of that picture was worth the proverbial 1,000 words.

18. Whenever possible, news or feature copy, even editorials, should be illustrated to attract attention, to help create interest in the copy, to give impact to it. Cartoons, of course, can serve as editorials, just as they do in the daily press.

Artwork should not be used, however, unless it is good and unless it really adds something. Artwork for the sake of artwork is pointless.

Special issues on safety education vs. safety education as news

19. Probably much more effective than a special issue on safety education once a year is a steady, continuous flow of articles—features, news stories, and editorials—that tie in with actual events. The natural use of news, features and editorials is much more effective than an occasional emphasis on safety which may or may not tie in with anything happening. Readers usually resent being "preached at."

20. The natural publication of safety articles as they fit in with events or seasons of the year is probably psychologically better than the now and then "all-out" campaign. However, there is no reason why the school press couldn't have a special issue on safety and go "all out" in handling the topic comprehensively, particularly to tie in with a National Fire Prevention Week or some type of safety campaign. Such a "spread" used with articles throughout the year undoubtedly would have value, but such an overemphasis once a year with almost nothing the rest of the time would be wrong.

21. The school press must be careful, however, not to make its handling of safety education too obvious or too unnatural. Such a situation would be as ineffective as a parent telling his offspring over and over again not to do something. Eventually the child just doesn't hear what the parent says. Staffs that are alert to their responsibilities and imaginative in their handling of copy will not commit that previous editorial error.

Sources of information

22. As the whole world is the source of copy for the daily press, it is practically the source for the school press as well, provided that a school angle can be obtained. An alert staff need not have a stereotyped list of sources to consult if it really understands its role in safety education.

23. Sometimes, as in examples already cited, the local chief of police might be the source for a story. Again it might be an accident victim or a feature story in the *New York Times*. The school library usually will be a source, but occasionally a letter to the Statistics Department of

the National Safety Council might be necessary to provide accurate factual information. The instructor of driver education certainly will be a source for automobile and pedestrian safety as will the coaches of the various sports on safety precautions they take for their players.

24. School press staffs need to learn that often there is not only one source for a story. They need to think through every aspect of the story and discover what source is the best possible one for each facet of the story. Only as staffs learn to go to the highest and best possible source or sources for each story will their reporting and writing on safety education be significant.

For further information

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26. *Patterns of Publicity Copy*, Stewart Harral, University of Oklahoma Press, 1952.

27. *Profitable Publicity*, Henry F. Woods, Dorsett House Inc., 1941.

28. *Publicity Problems*, Stewart Harral, University of Oklahoma Press, 1940.

29. *Public Relations—A Program for Colleges and Universities*, W. Emerson Reck, Harper and Bros., 1943.

30. *Public Relations for Higher Education*, Stewart Harral, University of Oklahoma Press, 1942.

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Prepared for the National Safety Council by Clarence W. Mach, chairman, English Department, Evanston Township High School, Evanston, Ill.

Safety Education Data Sheets available are:

#429.04-	#429.04-	#429.04-
-19 Alcohol and Traffic Accidents	-91 Home Lighting	-63 School Bus Safety: Educating
-78 Amateur Electricians, Safety for	-41 Home Workshops	Pupil Passengers
-26 Animals, Domestic	-42 Horseback Riding	-73 School Bus Safety: Operating
-37 Animals in the Classroom	-62 Iceboxes and Refrigerators,	Practices
-57 Auto Shop (Rev.), Safety in the	Hazards of Discarded	-67 School Dramatic Productions
-66 Baby Sitting	-79 Industrial and Vocational	-47 School Fires (Rev.)
-49 Bathroom Hazards	Education Programs,	-85 School Lunch Room, Safety in the
-1 Bicycles	Coordinating Safety in	-40 School Parties
-18 Camping	-70 Kites and Model Airplanes,	-83 Sheet Metal Shop, Safety in the
-14 Chemicals	Safety with	-17 Sidewalk Vehicles
-59 Chemistry Laboratory, Safety in	-23 Laboratory Glassware	-84 Skiing Safety
the High School	-7 Lifting, Carrying and Lowering	-28 Small Craft
-86 Cigarette Fire Hazards	-53 Machine Shop (Rev.), Safety in the	-71 Sports: Baseball, Safety in
-80 Counselors and Helpers in	-2 Matches	Sports: Basketball, Safety in
Summer Camps	-36 Motor-Driven Cycles	-72 Sports: Football, Safety in
-6 Cutting Implements	-55 Motor-Vehicle Speed	-75 Sports: General Practices, Safety in
-68 "Do It Yourself," Safety in	-31 Night Driving	-34 Summer Jobs: laborers, home yard,
-9 Electric Equipment	-16 Nonelectric Household Equipment	service-stations
-87 Electrical Shop, Safety in the	-82 Office Safety	-45 Summer Jobs—Farm
-34 Electrical Storms, Safe Conduct in	-65 Part-Time Jobs: Food Handling,	-27 Swimming
-5 Falls (Rev.)	Safety in	-15 Tools, Hand
-60 Farm Mechanics Shop (Rev.),	-13 Passenger Safety in Public Carriers	-4 Toys and Play Equipment
Safety in the	-10 Pedestrian Safety	-89 Track and Field Events
-3 Firearms	-29 Play Areas	-33 Traffic Control Devices
-25 Fireworks and Blasting Caps (Rev.)	-69 Playground Apparatus	-48 Unauthorized Play Spaces
-44 Fishing, Hook and Line	-74 Playground Surfacing	-88 Vision and the Driver
-12 Flammable Liquids in the Home	-8 Poisonous Plants (Rev.)	-76 (Bad) Weather Conditions
-61 Floors in the Home	-35 Poisonous Reptiles	Safety in
-20 Gas, Cooking and Illuminating	-21 Poisons, Solid and Liquid	-39 (Bad) Weather: Hazards,
-50 General Metals Shop, Safety in the	-93 Promoting Safety Through School	Precautions, Results
-64 Graphic Arts Shop, Safety in the	Newspapers	-90 Wearing Apparel, Flammability of
-81 Gun Clubs: Their Organization	-24 Public Assembly, Places of	-56 Welding and Cutting Safety
and Activities	-51 Pupil Excursions, Safety in	-30 Winter Driving
-22 Gymnasium (Rev.), Safety in the	-38 Railroad Trespassing	-32 Winter Sports
-52 Highway Driving, Rules,	-11 School Buses—Administrative	-58 Winter Walking (Rev.)
Precautions	Problems (Rev.)	-46 Wood Shop, Safety in the
-43 Hiking and Climbing		

Data sheets from SAFETY EDUCATION are available from the National Safety Council. 10 to 99 copies, \$0.6 each. Lower prices for larger quantities. Order by stock #429.04-and the title and number of the data sheets. Complete set of data sheets—\$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.



Needed:

accurate, speedy answers

By Cecil G. Zaun

WHO SAID I can't sell candy to school children in the street? Why can't Johnny try out his new experimental rocket? What standards govern disposal of radioactive waste? These and hundreds of other questions which often come up in your school system probably have a definite answer, but . . . **how long would it take you to find it?**

Obviously, no time should be lost in answering questions like these. Life and limb are too precious to be risked while someone searches for specific safety regulations. Why aren't all safety rules and policies collected in one convenient file or handbook, properly indexed, and distributed to all administrators and people responsible for safety in particular activities?

Almost two decades ago, under the leadership of the late Gordon Graham of the Detroit Public Schools, such a handbook was published and has served the needs of Detroit school children well. Today such a sensible step ought to be followed by every school system in the country.

At the beginning of this school year, the Los Angeles City Schools distributed its complete compilation of *Safety Rules and Regulations* which constituted about one-fourth of the directives of the Administrative Guide for the Los Angeles City School Districts. We are

happy to have brought such a difficult, but rewarding task to the publication stage. We know that we have taken a fundamental step—that through the handbook we shall enlist many new hands in the task of providing for the safety of all children in our school system. At present, we are following through by making sure that all personnel effected know and understand the purpose and importance of the "little red handbook" and how they can keep it in constant and effective use.

To date to the best of our knowledge only Detroit, Los Angeles, and Binghamton, N. Y., schools have published a handbook of safety directives. New York City schools have materials for such a publication at the printers. Much needs to be done and ought to be done soon in producing such a useful document for all school systems. Since state regulations or laws govern so many of the rulings, at least one school system in each state should produce a handbook as a model or example. It seems very appropriate for state departments of education to undertake a pilot project in one school system in order to provide leadership for all the school systems in the state.

Certain facts and procedures will help in getting a safety regulation handbook published and into effective use. Here are a few of the principles we learned while writing ours for Los Angeles City Schools:

Cecil Zaun is supervisor of safety, Los Angeles City Schools, Calif.

Handbooks

for all school systems



1. Handbooks are *administrative* documents for accident prevention and usually do not include curriculum information.

2. Directives on safety are issued by the superintendent of schools or the safety education supervisor. Although included with all administrative directives, they may be kept in a special file or collected in a safety regulations handbook.

3. Many handbooks of *general* regulations include a section or sections on safety.

4. Generally, as the administrative unit grows larger, the need of having a complete file of safety directives becomes more important.

5. Loose leaf arrangement of a safety regulations handbook permits easy revision, replacement and addition of regulations. Moreover, this arrangement permits the issuance of relevant regulations to certain departments without including the entire set of regulations to all departments.

6. Coverage of safety regulations and procedures varies with the extent of the curriculum, hazards of buildings, grounds and school communities, and enrollments.

7. Elements of a complete handbook can be found in the Table of Contents and Index of the Detroit Handbook of Safety Regulations, distributed in mimeographed form by permission by the NSC Safety Education Supervisors Section.

8. Local ordinances, administrative rulings and legal opinions will govern the wording of many of the regulations and require clearance with a variety of officials such as fire marshals, traffic commissioners, recreation department directors, police chiefs and state safety department.

9. Distribution and availability of the document will vary with local practices and, in some cases, with the type of regulation involved. A basic distribution for a complete handbook or file would seem to be sending one to each principal and department head, with easy access to it for all personnel.

10. Many of the regulations affecting particular departments should be written or revised by the departments concerned. The coordination of the efforts of department heads should be carried out by the supervisor of safety education.

11. The project is a long term one, starting by drawing together many documents, revising them through distribution to many personnel in mimeographed form, and finally arriving at a publication having general agreement before it goes to the printers.

The forties produced the Detroit handbook, the fifties the Los Angeles handbook. Let us hope that safety in the sixties will be much improved by a host of companion volumes, all serving the fundamental safety needs of school children. ●

Channelling into the

Live television is the way Springfield, Mo., schools project their safety activities into the community and arouse interest in their accident prevention programs.

REGULAR programs interpreting the school system's efforts in safety education on a commercial television station can be a most valuable method for extending school safety into the homes of the community.

In Springfield, Mo., when television first arrived in the spring of 1953, an ambitious 30-minutes-per-day live television series entitled *Television Classroom* took to the air. During the early and at times hectic days of the Springfield Public Schools' first venture into commercial television programming, program material was at a premium. Adventuresome James H. Hall, then public schools' safety officer, came to the rescue of a harried *Television Classroom*

producer on many occasions and put a live student safety council meeting on the video waves to air safety problems on an impromptu basis.

Today, *Television Classroom* still is in operation . . . telecasting once a week during the school year from 6:30 to 7:00 p.m.—when the whole family's home. Safety education carries an important share of the programming responsibilities because of the vast popularity of the early safety programs in the series.

Because home-school cooperation is a must in safety education, the Springfield school system's new safety officer, Normal Patterson, works up outstanding presentations for a regu-



Student safety council presents ideas on methods to promote safe bicycle riding to and from school. Members checked a bike for safety features.

Homes



By Robert C. Glazier

lar annual safety series on *Television Classroom*. He does this with the help and cooperation of some of Springfield's 1,000 teachers and other staff members and some of the city's 18,000 pupils.

Safety councils in action telecasts require comparatively little scripting and advanced preparation. A simple format listing the various activities and topics planned on the show is all that normally is used. Springfield's television producers have found that it is best to avoid memorization in television presentations by children. Student safety officers appearing on programs are encouraged to become thoroughly familiar with topics to be treated rather than reciting word-for-word replies or scripted material. Since school children are not professional actors, they should not be forced into competition with those appearing on the commercial programs and being telecast before and after the *Television Classroom* show.

Furthermore, a major appeal in live television is the air of spontaneity with viewers lending their eyes and ears readily to anticipate the unexpected.

Robert Glazier is the former director of public information, Springfield Public Schools, Mo.

A shooting format is necessary, however, to coordinate the efforts of the many people involved in producing a telecast. The outline of the program must include a chart or list of all visual elements, sound effects and camera routines such as fading, panning, extreme closeups, etc. When film or slides are combined with live action as can frequently be done effectively in safety programs, plans must be made in advance to work in "cues" to get these onto the screen at the correct time.

In each well-equipped classroom, there must be a teacher.

The television classroom should be no exception. In the Springfield series, safety councils have faculty sponsors on the air with them. In selecting teachers to participate in telecasts, it is best to obtain the services of persons not easily distracted by confusion. Confusion reigns in most television studios. Among the other criteria for teacher participants on *Television Classroom* are: (1) ability to avoid tenseness, (2) a ready smile and a relaxed manner, (3) cheerfulness, (4) enthusiasm, and genuine friendliness for others—on and off the set.

The teacher should not be placed in a position where he would have to turn from his students to report observations to the television

Safety twins (stop and go) were featured in a school safety play, which was then televised for the community.



audience. This is most distracting. Such an act removes the teacher from character and destroys the illusion that an actual safety council discussion is being viewed. Another teacher not participating with the students can be the narrator or interpreter.

In selecting pupil participants, qualifications we look for include: (1) good contributor to conversation, (2) knows how to stay on the subject, (3) clear speaking voice, (4) ability to express ideas clearly and concisely, (5) remains alert despite distractions, and (6) listens intently to others.

Television safety programs should be kept lively by use of sound effects and *more important*: visual effects.

Among the effective visual aids which may be worked into various types of safety presentations are: video taped segments, filmed portions, filmstrips, slides, matte-finish still photographs, live objects, models, exhibits, blackboards, flannelboards, posters, charts, maps, graphs and other devices of this sort.

Commercial television stations will grant time for local school systems' safety programs, provided that they are offered them in neat little bundles rather than in the form of a mess of loose ends. It is too easy today for commercial telecasters merely to run some of the wide variety of packaged armed forces or government agency public service TV materials rather than spending time or money in producing local school programs. So, what you do must be (1) good and (2) easy to produce.

Be sure to help the station maintain a good viewership during the time your program is on the air by promoting the show among schools, students and their parents.

As to subjects . . . well, they're all around you in today's busy program of safety education!

Civil defense drills were demonstrated in one *Television Classroom* program, and pupils told what they know about proper protective measures during such emergencies.

In "Fire and Learning," filmed segments of various kinds of fire drills were done. Live safety council discussions brought out the *why* implications of various actions in fires.

Springfield parents have been brought into the act, too, as performers in actual safety dramas on *Television Classroom* and in information "drawing room" discussion-type programs as well. Summer safety is always the subject of a late May program.

Bicycle inspections and safety reviews have been conducted along with various kinds of safety demonstrations ranging from methods of artificial respiration to model car driving situations. This latter was demonstrated by driver education students from the three public high schools where driver education is a compulsory course for all sophomores.

There is a real drama in safety education, and it is of much interest in homes. Enlist television in *your* next safety education campaign, especially when its important to involve the homes in it . . . and when isn't it? ●



This program highlighted a good discussion of children with their parents on safe ways to and from school.

Driver Education Film Review



Stop Driving Us Crazy is a crazy new film, with crazy color, crazy animation and a crazy new jazz score—but it's good driver education, too.

Rusty, a strange little creature from Mars who looks like a car, sort of, comes down to earth to spy. He can't communicate with those "two legs"—people. But he can talk to cars, "creature like me."

Rusty is shocked by the things he sees on our streets and highways. Earth people talk about being children of God, putting out pride and envy, being our brother's keeper. We say, "Thou shalt not kill." But we say one thing and do another, to Rusty's dismay. And every day more cars are wrecked and more people are killed.

While sitting in a used car lot "gassing" with some of his new friends, Rusty gets captured by a "two legs." The "two legs" steers him into situations "that would make your engine boil!"

At the close of the film Rusty boards his space ship again. "I'm leaving," he says. "But you, where are you going?"

This film is not a program in itself, but is designed to kick off some discussion afterward. The original jazz score is by Benny Golson with Art Blakey on the drums; Lee Morgan, trumpet; Jerome Richardson, baritone sax; Bobby Timmons, piano; and Jymie Merritt, brass.

Produced for the General Board of Temperance of the Methodist Church, the film is 16 mm. Can be purchased for \$125 from the Methodist Church, 100 Maryland Ave. N.E., Washington 2, D. C., or rented for \$6 from the film libraries of the Methodist Publishing House, Nashville, Chicago, Cincinnati, New York, Dallas, Portland, Baltimore, Richmond, Detroit, Kansas City, San Francisco and Pittsburgh.

What Would



By William H. Solley

Boy was struck in mouth with a bat; is unconscious. Turn his head to side; don't try to pick him up or to move him.

A KINDERGARTEN child swallows a thumb tack. The tack becomes lodged in the respiratory tract. The child coughs, begins to vomit, and shows increasingly serious signs of asphyxia.

Would you rush to the nearest telephone and call a physician? Would you rush to notify the principal? Would you attempt to dislodge the thumb tack with your fingers? Would you hold the child upside down and pound the victim in the back? Would you rush the child to the nearest hospital or doctor's office? How do you rate on a first aid quotient?

The first aid quotient is the procedures a person would follow in caring for an accident victim divided by the recommended procedures for the same situations.

First aid quotient =

What you would do in emergencies

Correct procedures in emergencies

A quotient of 1.00 is important for teachers in our schools. Anything less means improper care of our youngsters while under the jurisdiction of the school. Anything less also places the teacher and the school in an undesirable position from the standpoint of legal liability, a growing concern to school administrators.

William Solley is associate professor of physical education, University of Florida, Gainesville, Fla.

First aid involves the care of an accident victim from the time an accident occurs until competent medical authority arrives. As such, it has two basic characteristics—that of being temporary and that of being immediate. It is not the practice of medicine. Rather the first aider sustains life and well-being until the victim can be turned over to a physician.

From the standpoint of the victim, first aid has two goals. First, it must give immediate and correct attention to those emergencies in which the element of time is of the essence in prolonging life. Cases of severe bleeding, asphyxia, and poisoning fall into this category. Second, it must protect the injured from misguided efforts to help which could, and often do, result in further injury. Improper movement of an accident victim illustrates this point.

Important as these goals are to the victim, first aid training serves an equally important purpose for the classroom teacher. The prevention of accidents becomes an important consideration to the person who has studied first aid. It seems improbable that a person can study a wide variety of injuries and illnesses without also arriving at techniques to prevent the occurrence of incidents which lead to these conditions. First aid education, like safety education, demands foresight and anticipation of conditions leading to accidents. No one would

SAFETY EDUCATION

You Do?

Are you capable of meeting
and handling any
emergency which could arise
among your students?

The author cites examples
to show why teachers
should know first aid.



Child fell head first down stairs; since unconscious, may have head injuries. Make him comfortable *but do not move*.

be happier than the first aider to see all accidents removed from the scene forever. It is for this goal that the classroom teacher must work.

The wise classroom teacher carefully analyzes her teaching environment for conditions which lead to accidents, and initiates steps to eradicate those that are likely to cause trouble. Such a teacher undoubtedly can reduce the toll of accidents among his students sharply. Unfortunately, the best conceived plans go awry. Until such time as all accidents can be eliminated, the teacher must be prepared to meet any emergencies that might arise.

Some teachers are fully aware of their responsibility of adequately caring for serious emergencies that might arise when students are under their supervision. Other teachers are lulled into a false sense of security because hospital, medical or nursing services are nearby. Even if a physician were located in the same school building, which is rare, who was always in his office during all school hours, which is also rare, the odds are that he would be too far away to be of much service in real emergencies. The immediate treatment needed in such cases can come only from the person who is practically always present when the accident occurs—the teacher. What he does in the first minute or two after the accident can mean the difference between life and death.

Experience has shown that a still larger number of teachers have not given serious thought to the need for first aid training. Dependence on school emergency procedures, too often forsaking the need for "immediate" techniques, is a common mistake. The unequivocal truth is that teaching personnel are unqualified in handling serious emergencies in too many cases.

How well prepared are you? Is your first aid quotient so near the 1.00 mark that you have no concerns in this area? Below are listed several serious accidents that have occurred in neighboring schools during the past few years. Construct mentally the precise steps you would follow if such misfortunes were to happen to students under your supervision. Then check your thoughts against those that are recommended. In the actual situations, some teachers reacted properly. Others did not. Lives were lost in some instances. What would have been the verdict if you had been in charge?

● In the initial case mentioned of the child swallowing a tack and in danger of asphyxia, the American Red Cross recommends that you first encourage the child to "cough-up" the object. If this fails, hold the child upside down and soundly whack the victim's back between the shoulder blades. If the object is not dislodged, rush the child to the nearest physician or to the hospital emergency room. Do not probe for the

object with the fingers unless the child stops breathing. In this case, attempt to remove the object with the fingers and administer artificial respiration.

● A student falls head first down a flight of stairs. She lies unconscious at the foot of the stairs. Would you rush to the nearest telephone or to the principal's office to secure help? Would you remove the child to the sick room or infirmary away from curious onlookers? Would you place the victim in the typical supine position as in treating for shock? Would you leave the child as she is until medical attention can be secured?

If you move the victim in any manner, you run the risk of adding to her injuries. It is extremely difficult to determine whether serious fractures of the head, neck, or back are present. Since she is unconscious, a head injury is undoubtedly present. If you made the child as comfortable as possible without moving her and sent for medical help as soon as possible, you were correct.

● A careless student pushes his hand through the glass window in the front door of the school. He has a severely bleeding wound at the wrist. It appears that the blood vessels have been severed at the wrist. Would you apply a tourniquet immediately above the wound? Would you hastily load the student in your car and take him to the nearest doctor or to the hospital emergency room? Would you take the cleanest material available and hold it firmly over the wound? Would you stop bleeding by applying pressure at the brachial pressure point?

Since hemorrhage is the immediate danger, one of these alternates must be followed. Which one? If you said to apply the cleanest material available directly over the wound and hold it firmly in place, you started correctly. Most cases of serious bleeding can be controlled in this manner. Applying pressure at the brachial pressure point will help if such help is needed. Never apply a tourniquet unless all other methods of controlling bleeding have failed.

● While playing softball, a student releases the bat during his swing. The bat strikes a nearby student squarely in the mouth. Several teeth are dislodged, the victim is unconscious, and there is severe bleeding from the mouth. What are the most immediate dangers, and how will you proceed to care for the student?

Unfortunately, it is difficult for a first aider to control bleeding in such a situation. Turn the victim's head sideward so he does not choke. Send for medical help immediately. The in-

jury is likely to be localized in the head and neck region. Therefore, the arms and legs may be moved so the victim is more comfortable. Keep other students away. Make certain loose teeth cannot be pulled into the digestive or respiratory tract. It is hard to wait for help, but this is important in this case.

● A small child secures a small box of aspirin from your desk and swallows them. Would you rush her to the hospital immediately? Would you call for a doctor and simply reassure the child until the doctor arrives? Would you cause the child to regurgitate? Would you force the child to drink a large quantity of water? Would you attempt to find an antidote and administer it to the child?

Your answer should have been to fill the stomach with large quantities of water and then cause the child to vomit. This should be repeated until you feel most of the aspirin has been removed from the stomach. Then you should call a physician, unless it has been possible for someone else to do this for you. The doctor might prescribe an antidote, or might suggest that the child be taken to the hospital at once. From this point on, follow the advice of the doctor.

This list could go on and on. To be sure, each accident could and should have been avoided. Yet in every example given, a teacher was forced into the role of first aider regardless of whether he was competent in this area or not. Immediate action had to be taken.

Your first aid quotient should be of vital concern to you. How well did you react to the preceding accident situations? Do you feel adequate in handling such emergencies?

Perhaps a number of teachers in your school would like to study first aid together. The Red Cross will make an instructor available for you at your request. College credit can often be obtained if the course is taught by their own faculty members, and if the course is offered through the state extension division. There is always the option of electing a first aid course when teachers return to the college campus for further training.

Whatever the hurdles, the assurance that you can anticipate the conditions that are likely to lead to serious accidents relieves the mind considerably. Knowing you are capable of meeting extreme emergencies, unlikely as they might be, further reduces inner tensions. These are trusts and responsibilities that no teacher can overlook. The first aid quotient of all teachers must be brought to 1.00●



90% School System Awards

SEVENTY school systems in 25 states and the Canal Zone have earned the National Safety Council's School System Safety Award for outstanding programs in safety education.

The honor roll judges cited the systems for having 90 per cent or more of their schools on the National School Safety Honor Roll.

Receiving citations for the third consecutive year were 37 systems, indicated below by a number 3 before their names. In addition, 12 systems have been given the award for the second consecutive time.

In presenting these awards, George B. Silverwood, director of safety, Green Bay, Wis., public schools, who is chairman of the judges committee for the honor roll program said, "The fact that these school systems have been

able to achieve 90 per cent representation on the honor roll is evidence of their excellent coordination and cooperation in safety education programs. They must first encourage their schools to participate in the honor roll program and then offer them the guidance and leadership to help them achieve excellence in their various safety and accident prevention efforts."

Silverwood pointed out that this important program offers schools an opportunity to "take stock" of the quantity and quality of their safety education projects. He suggested that those schools not now taking part in the National School Safety Honor Roll program write to Ivan L. Eland, staff representative, National Safety Council, for complete information on how to apply●

Arkansas

Little Rock
1 Little Rock Public
Schools

California

Alameda
3 Alameda Unified School
District

Oakland
3 Oakland Unified School
District

Richmond
3 Richmond Public Schools

San Lorenzo
3 San Lorenzo School Dis-
trict

Stockton
3 Stockton Unified School
District

Canal Zone

Balboa
3 Canal Zone School Sys-
tem

Glastonbury
2 Glastonbury

Greenwich
3 Greenwich

Connecticut

Milford
2 Milford School System

Naugatuck
3 Naugatuck School
System

New Britain
3 New Britain School
System

North Haven

1 North Haven School Sys-
tem

Torrington

3 Torrington School
System

Florida

Orlando
3 Orange County Public
Schools

Illinois

Elmhurst
1 Elmhurst Public School
District #46

Evanston
3 District 65 School System

turn page

Highland Park

- 2 Highland Park District
- 108 School System

Peoria

- 2 Peoria Public Schools

Quincy

- 3 Quincy School System
- 2 Quincy Parochial & Private School System

Indiana**Elkhart**

- 3 School City of Elkhart

Gary

- 3 Gary Public Schools

Hammond

- 3 Hammond Public Schools

LaPorte

- 3 LaPorte School System

Mishawaka

- 1 Mishawaka City Schools

Iowa**Davenport**

- 1 Davenport Public Schools

Iowa City

- 1 Iowa City Community Schools

Keokuk

- 3 Keokuk Comm. School District

Mount Ayr

- 1 Mount Ayr Community Schools

Storm Lake

- 2 Storm Lake Public Schools

Kentucky**Lexington**

- 3 Lexington Public Schools

Louisville

- 3 Jefferson County School System
- 3 Louisville Public Schools

Massachusetts**Holyoke**

- 3 Holyoke Public School System

Pittsfield

- 3 Pittsfield Public Schools

Worcester

- 3 Worcester Public School System

Michigan**Hamtramck**

- 2 Hamtramck School System

Minnesota**Duluth**

- 3 Duluth Public Schools

Hibbing

- 3 Hibbing Public Schools

Missouri**St. Joseph**

- 2 St. Joseph Catholic Schools
- 3 St. Joseph Public Schools

Springfield

- 1 District R-12 Public Schools

New Jersey**Camden**

- 3 Camden City Public Schools

Linden

- 3 Linden Public Schools

Rahway

- 2 Rahway Public Schools

Roselle Park

- 2 Roselle Park School System

Westfield

- 3 Westfield School System

New Mexico**Carlsbad**

- 3 Carlsbad City Schools

New York**Corning**

- 1 Corning City School District

Syracuse

- 2 Syracuse Public School System

Ohio**Campbell**

- 1 Campbell Public Schools

Cleveland

- 1 Cleveland School System

Struthers

- 1 Struthers Public Schools

Youngstown

- 3 Youngstown City School System
- 1 Diocese of Youngstown Parochial Schools

Oklahoma**Tulsa**

- 1 Tulsa Public Schools

Oregon**Medford**

- 3 Medford Public Schools

Pennsylvania**York**

- 1 York City School District

South Dakota**Sioux Falls**

- 2 Sioux Falls Public Schools

Tennessee**Oak Ridge**

- 1 Oak Ridge School System

Texas**Lubbock**

- 1 Lubbock Public School District

Wichita Falls

- 1 Wichita Falls Independent School District

Utah**Salt Lake City**

- 1 Granite School District

Sandy

- 1 Jordan School District

Virginia**Hampton**

- 1 Hampton School System

Wisconsin**Greenbay**

- 3 Greenbay Public Schools

Madison

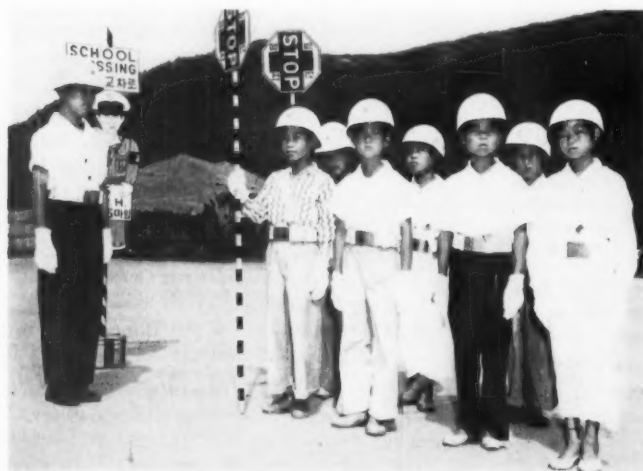
- 3 Madison Public Schools

Manitowoc

- 3 Manitowoc Public Schools

Oshkosh

- 3 Oshkosh Public Schools



Universal symbols of safety education. The safety patrol of the Chang Hung School, Uijongbu, Korea, displays its belts, hats and crossing flags.

SAFETY EDUCATION

MAKE and DO



S-1651-A

February 1960

lower elementary

safety lesson

Make and Do Fun

Sometimes in winter the weather is bad. We cannot play outside. Or we may be ill and have to stay in. Then we look for things to do. We decide to make something like the boys in this month's picture.

First, let's be sure about safety rules.
We don't want to get hurt.
We might have to stay in even longer.
Shall we cut and paste?
Let's use round-end scissors.
Be careful when pounding.
Do you use a knife?
Always cut *away* from yourself.
Pick up all the scraps when you finish.



Now it's time for a game. Shall we play with the darts?
Do the darts have *rubber* ends?
Sharp points are *very* dangerous.
Shall we play "cowboys"?
We use only toy guns.
Cap guns are dangerous.
Some guns make noises without powder. These are safe.

Some toys are safe. Some toys are not so safe.

Draw a line under the **safe** toys. Draw a **red** circle around the toys that are not so safe. Tell why they are not so safe.

electric iron

wind-up car

bow and arrow

teddy bear

dump truck

kite

chemistry set

toy rocket

rocking horse.

Draw a picture of your favorite toy. Tell if it is safe or not.



Published by the National Safety Council. Price \$28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Using Tools Safely

Put away your books, said Miss Allen.

You may have a free period. You may choose an activity.

But first we should review our safety rules.

Boys and Girls, What do you think these rules are?

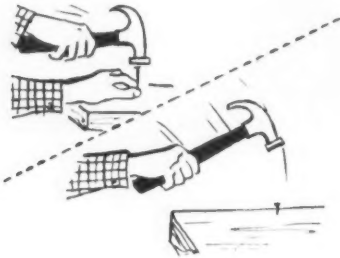
Look at the pictures. Then tell the rules.



1. Handing scissors to someone.



2. Using a knife.



3. Pounding a nail.



4. Carrying sharp tools.



5. What to do when finished:
What to do with the tools
What to do with scraps of
wood or paper

Rules

1. Close scissors—hand so that person can take by handles.
2. Hold wood firmly—cut *away* from yourself. Use sharp knife.
3. Hold nail in place with fingers high on nail and tap it lightly. In top picture, fingers should be at top of nail. Let go and hit it harder. Keep your eye on nail.
4. Carry by handles at your side with points facing floor. Don't carry too many at once. Walk, don't run.
5. Put all tools in place; hang securely so they can't fall. Clean up all scraps of paper and throw in trash can out-of-doors.

February 1960

upper elementary

safety lesson



S-1651-A

Jack's Workshop: Safety & Tools

Do you like to make things?

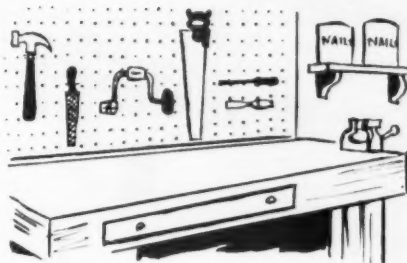
Do you like to use tools?

Jack's father has promised him a workshop similar to the one shown in this month's picture.

Today they are setting it up.

This is what they need:

1. a solid bench or table
2. a rack on the walls for tools
3. some cans and pans to hold nails and screws.
4. some tools to work with



"We need one more thing," said Dad.

"What is that?" Jack wanted to know.

"We must have some rules for safety," said Dad.

"We don't want any cuts or bruises."

Here are the rules. See if you understand the reasons for them:

1. **Keep all tools sharp.**
(Dull tools may slip and gouge.)
2. **Keep all tools in their places.**
(So they won't cut or fall on someone.)
3. **To use a hammer:**
Hold the nail in place—with hand high on nail.
Tap it lightly to start it.
Take hand away and hit harder.
Keep your eye on the nail.
4. **To use a chisel:**
Clamp wood in the vise.
Chip away from yourself.
Hold chisel firmly with one hand.
Tap lightly with the other.
5. **To use a knife:**
Hold the wood firmly.
Always cut *away* from yourself.
6. **To use a file:**
Clamp wood firmly in the vise.
Hold by the handle with one hand.
Place hand on top of the other end of the file.
Press down and scrape with the middle part.
7. **To use a screw driver:**
Drill a hole smaller than the screw.
Tap screw into the hole.
Stand directly over the screw head or directly in front of it.
Turn screw and press lightly at the same time.
Use screw driver of the same size as screw.
8. **To use a saw:**
Draw a line where you wish to cut.
Hold saw firmly and make a first cut along the line.
Stand directly in line with the saw edge.
Saw with long, firm strokes.

A good workman knows how to use tools; he does not have accidents.



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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Safe Handling of Electric Toys

Jerry has some toys run by electricity.

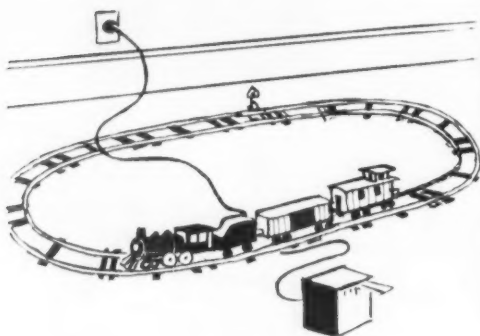
He has a train set, a radio and a wood-burning set.

Margie has some electric toys too.

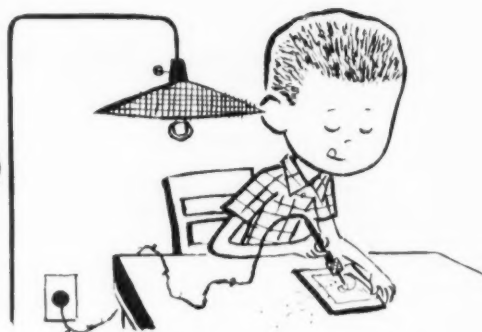
She has an electric iron and a washing machine.

All of these have special hazards.

Do you see what the hazards are? Name them.



Hazard! Why? _____



Danger! Why? _____



No! No! Why? _____



Wrong! Why? _____



Hazard! Why? _____



Danger! Why? _____

Are there other electric toys that could be dangerous? In what way?

February 1960

junior high school

safety lesson



A SQUARE AND HIS HAIR
ARE SOON PARTED!

S-1652-A

School Safety

The Importance of Attitude

The word "attitude" is probably one of the most important words in our vocabulary. When an employer is considering an applicant for a position, he invariably wants to know what kind of attitude the applicant has. When college authorities consider a high school graduate as a prospective college student, careful analysis is made of the letters of recommendations about the student's attitude. The same importance is attached to attitude concerning safety.

Think for a moment of the remarks you've heard after an accident occurs. Quite often the explanations offered as to why the accident happened are as follows:

"Oh, he just wasn't thinking and . . ."

"He thought he'd try something new and . . ."

"Well, he was showing off, trying to get attention, and . . ."

"He didn't have much time and was trying a short cut and . . ."

A person who doesn't think through his actions, who tries something new without proper preparation, who seeks attention by showing off, who doesn't budget his time and uses short cuts—cannot be described as a person with a good attitude. Describe the attitude shown in this month's visual aid.

What is *your* attitude like? Are you aware of your weaknesses and strengths? Can you judge yourself objectively?

Analyze Yourself

Draw a line down the middle of a sheet of paper. List up to five weaknesses you

have in regard to safety attitudes on the left side, and five strengths on the right side. Write complete sentences so your meaning is clear. Then on a *voluntary* basis have students sit in front of the class and read their lists. When the list has been read, a short class discussion should follow on other strengths and weaknesses of attitude. Repeat this process until all volunteers have been given a chance.

The value of such an exercise is that you learn what *other people* think of your attitude. Remember, however, that the purpose of a class discussion is to be helpful through courteous and tactful suggestions, not to discourage through severe criticism.

List the most prevalent attitude weaknesses of the class on the board. Then discuss how such weaknesses cause accidents in school. Restrict your discussion to school activities, and list specific potential accident situations.

Now develop a program that will help improve students' attitudes toward safety. Some suggestions for such a program are:

A. Develop a series of posters depicting various poor attitudes and the possible results in regard to school accidents. Hang the posters in the school corridors.

B. Write a series of short catchy safety slogans to be included in the daily school bulletin.

C. Prepare an assembly program on the importance of attitudes in regard to accident prevention, or, prepare two to three minute talks to be given periodically over the public address system.



Published by the National Safety Council. Price \$2.80 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3. Write the Council, membership department.

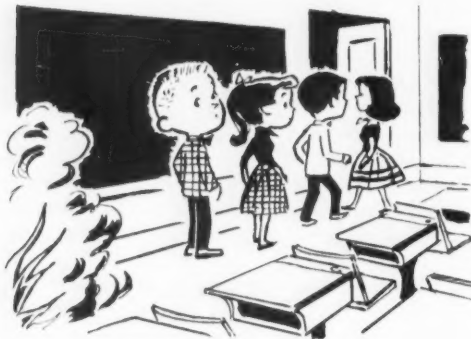
Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

How Would You Act?

Have you ever seen a film of an emergency airplane landing? If you have, you've probably noticed the superb efficiency of the ground emergency crew. Each man knows exactly what to do as soon as the plane lands, and he does his job *rapidly*. He has to act fast, because a few seconds may mean the difference between many lives lost—or saved.

Do you feel competent to act rapidly and efficiently should an emergency arise in your school? Or, would you get that hopeless, helpless, horrible feeling of not knowing what to do as you watch an accident take place? Here are several questions for you to answer and thereby determine whether or not you are ready for just *one* emergency.

Supposing that *right now*, you saw a rapidly spreading fire in your classroom and the teacher was not in the room:



1. Describe your actions briefly—in correct order—to take care of the emergency

2. Describe accurately the nearest location of:

- (a) a fire alarm
- (b) your class's emergency exit from the building

3. Describe briefly how a fire alarm system works

When you have finished answering this simple examination, discuss the responses of all students and check their accuracy by reading or discussing your fire drill procedures.

A Big Operation

Your school is a big operation—and getting bigger each year. And, as is true

of any big operation, the need for safety increases each day. For example, 30 or 40 years ago the school programs were limited and the enrollments were much smaller. Now, however, increased enrollments are causing overcrowded school rooms, and more varied school programs are causing new safety problems. Evidence of the variety of safety needs can be seen in the titles of the following Safety Education Data Sheets published by the National Safety Council.

- No. 22 *Safety in the Gymnasium*
- No. 37 *Animals in the Classroom*
- No. 40 *School Parties*
- No. 46 *Safety in the Wood Shop*
- No. 48 *Unauthorized Play Spaces*
- No. 59 *Safety in the High School Chemistry Laboratory*
- No. 60 *Safety in the Farm Mechanics Shop*
- No. 63 *School Bus Safety: Educating Pupil Passengers*
- No. 64 *Safety in the Graphic Arts Shop*

The above titles are just a few of the more than 90 Safety Education Data Sheets published. But they indicate the need for careful study of the school program in order to prevent accidents.

Join Other Schools For Safety

You can't achieve safety by merely completing a certain number of things and then considering the job finished. Safety is a journey—not a destination. In other words, you must be safety-conscious and *plan* for safety *continuously*. One way to achieve this is to participate in the National School Safety Honor Roll Program. The number of schools participating in this program has grown from 30 in 1945 to *over* 5,000 during the current year.

Make your school a safer place by providing for continuous evaluation of your school safety program and participating in the type of activities required for the Honor Roll. These include student safety councils, cooperation between PTA and school administration, safety assemblies and campaigns. Other projects include writing safety articles for school and community newspapers, holding school-community safety projects and holding periodic inspections of your school and classrooms.

How many of these activities are you planning for this year?

February 1960

senior high school safety lesson

School Safety



A SQUARE AND HIS HAIR
ARE SOON PARTED !

S-1652-A

Emerson's Safety Advice

The visual aid this month illustrates the hazard of not following safety rules. When in doubt about the outcome of something, you should always seek the best advice and information before you act. Sometimes an accident is caused because a person fails to think through the possible consequences of his actions. In some cases accidents occur because a person wants to "show off," wants to gain recognition, wants to be outstanding in some sense. Ralph Waldo Emerson, in his essay entitled *Society and Solitude* points out the danger of such an attitude in the following:

We should not, in our attempts to elevate ourselves, lose sight of safety. He who stands upon a tall man's shoulders, can look over the heads of those around him, but his footing is much less secure than theirs.

The boy in the poster picture succeeded in "elevating" himself but not in the way he desired.

The desire to outdo other people, to be outstanding, to be the "star," is usually a dangerous desire—if that desire is of prime importance. If the desire to do a good job is of prime importance, then the recognition comes automatically.

Learning Need Not Be "Hard"

You have often heard the expression, "He learned the hard way." Unfortunately, the expression can be applied often to the general public in matters of safety. You all read about the tragic school fire

in Chicago in December, 1958, that took the lives of many school children and teachers. The general public was shocked, and then galvanized into action. Schools from the kindergarten level up through the university level were investigated by safety-conscious officials. Many schools were found to be unsafe and adjustments were made. No one can deny that the safety inspection of schools is a good thing. But the important question is:

Why does a tragedy have to occur before people become safety-conscious?



Analyze Your Situation

Right now is the time for you to start analyzing your school situation in terms of safety—so you can prevent accidents. There are many aspects of a school program that should be studied, and each student body knows its own situation better than "outsiders." There are, however, certain general guides that you can follow. The following suggestions are offered to help you start your school safety program.



Published by the National Safety Council. Price \$28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-4. Write the Council, membership department.

Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

What Do You Know Now?



Although you may consider yourself as being a safety-conscious person, can you answer the following questions? Place your answers in the blanks provided.



1. How many accidents occurred in your school building or on your school grounds since the beginning of this school year? _____
2. Name the locations of at least five of the accidents. _____

3. List the causes of at least five of the accidents. _____

4. When did the last fire drill take place in (a) your building and (b) the elementary school building? _____

5. Describe briefly the kind of supervised instruction in safety received in regard to the use of school equipment and the use of school transportation by (a) your group and (b) the elementary school children. _____



Do you still feel that you are a safety-conscious person? If you are, then you should have been able to answer the foregoing five questions without any trouble. No one can help improve the safety program of a school until he knows what is going on at the present time.

Your first step is to get the facts!



Diagnose the Case

1. Develop a large floor map of your school, and a large map of your school grounds—including the adjoining streets.

2. Devise a system of colored pins for locating accident areas on your maps. For example, the following colors might be used:

black pins.....to denote accidental deaths
blue pins.....to denote serious accidental injuries

red pins.....to denote minor accidental injuries
yellow pins.....to denote potential accident areas

3. When you have found out *how many* accidents occurred and *where*, then you need to do some research on *why*. In other words, make an analysis of the *causes* of the accidents—did they occur because of the physical conditions of the situation, the equipment, the lack of safety instruction, the poor attitude of students or others, or what?

4. Secure all the possible information you can get in regard to special help obtainable, from

local and national organizations, in regard to safety procedures, and in regard to special safety programs.

5. Make your plans—then act! Devise a program of action that will help you to make your school a safer place.

National Safety Council Can Help

The National Safety Council has long been interested in helping schools become more safety conscious. Schools from every state, Canada and the Canal Zone are now participating in the National School Safety Honor Roll Program. Sponsored by the N.S.C., this program has grown from 30 participating schools in 1945 to more than 5,000 schools during the current year.

Why not make your school a safer place by participating in the Honor Roll Program? Such participation will provide you with means for continuous evaluation of your school safety program, and will enable you to receive suggestions for improvement.

SAFETY EDUCATION

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Bibliography

An Annotated Guide to Free and Inexpensive Health Instruction Materials. John R. Le Feure and Donald N. Boydston. 1959. 109pp. Southern Illinois University Press, Carbondale, Ill. Paper \$2.50, cloth \$5.00.

A book containing a valuable list of information on material available to teachers in health education from a variety of agencies, associations, organizations and companies. There are 142 items listed on safety.

Conferences

Action for Health in Wisconsin College, Proceedings Wisconsin Health Conference, October 10-11, 1958. 113pp. Wisconsin Anti-Tuberculosis Association, 1700 West Wells St., P. O. Box 424, Milwaukee 1, Wis. Price 50c.

Films

Impact. 16mm., 12 min., black and white, sound, Education Film Sales Department, University of California, Los Angeles 24, Calif. Prices \$65.00. Rental \$2.50.

This film summarizes seven years of research and experimentation on automobile collisions by the University. Is an excellent educational aid for all driver education groups.

Outboard Outings. 35mm., 20 min., color, sound. Information and Education Department, Aetna Casualty and Surety Company, Hartford 15, Conn.

This film was produced in cooperation with the U. S. Coast Guard Auxiliary and features Garry Moore as narrator. It was hailed by the Treasury Department, Coast Guard and Auxiliary officials and Congressional representatives at its premiere as the most comprehensive and authoritative film ever made on boating safety.

Safe Driving with Stop and Go. S-483, 13½ min., color. Available from Association Films, Inc., 347 Madison Avenue, New York 17, N. Y. Free.

The popular "Stop and Go" marionettes now grown into teen-agers embark on a driving crusade. This story stresses the fact that most accidents are from thoughtless, careless and selfish acts on the part of the driver.

A series of 29 films on driver education for classroom instruction. 16mm., black & white, each film

runs 30 min. NET Film Service, Indiana University, Bloomington, Ind. Price \$125.

Based on the driver education program for the Cincinnati public schools and conducted for two years through the facilities of WCET television. The series was produced with the counsel of an advisory committee of nine educators prominent in safety education and appointed by the National Commission on Safety Education.

Your School Safety Patrol. Black and white and color. 16mm., sound, 14½ min. Produced by AAA Foundation for Traffic Safety. Distributed by American Automobile Association, Washington 6, D. C. Introductory Price: Black and white \$17.77, color \$37.50.

It is basically a training film illustrating all of the rules and procedures covering patrol operation. Includes a Teacher's Guide manual.

Fire Protection

Operation School Burning. 1959. 272pp. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass. \$4.75.

Official Report of the Los Angeles Fire Department on the fire test conducted by that Department at the Robert Louis Stevenson Junior High School, April 16, 1959 to June 30, 1959.

Industrial

"We're Never Too Young to Learn Safety," Bureau of Labor Standards, U. S. Department of Labor, Washington 25, D. C. Free while supply lasts.

Booklet gaily illustrated on working safely. Covers proper way to lift heavy items, personal protective clothing and equipment and general, simplified safety rules.

Records

"You Are the Jury" Records—standard 12 inch, unbreakable disks recorded at 33½ r.p.m. each plays 13 minutes. Michigan State University Highway Traffic Center, East Lansing, Mich. \$1.00 per disk.

A new teaching aid for driver education.

The index to Safety Education Magazine, Vol. 38, Sept. 1958 through May, 1959, is now available. Write Library, National Safety Council.

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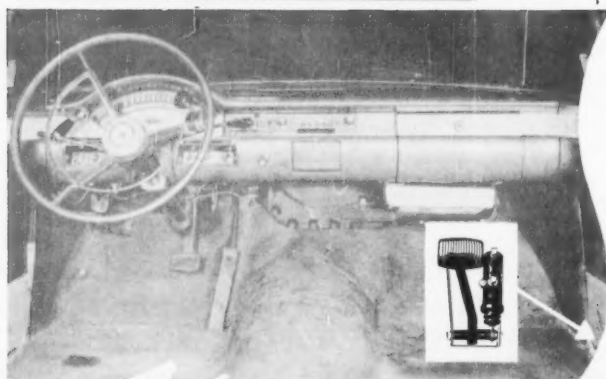
129 West Hubbard, corner La Salle, Chicago 10, Ill.

Have Some Ideas?

The following are the educational consultants in the field for SAFETY EDUCATION Magazine. If you have any ideas for articles, reports of new safety programs or suggestions for program materials, why not write one of them—or the editor.

Advisory Committee Safety Education Magazine

Chairman: John Hill, Personnel Insurance and Safety Director, Texas A & M College System, College Station, Tex.; **Mary B. Rappaport**, Supervisor, Bureau of Health and Safety Education, New York State Department of Education, Albany, N.Y.; **L. Vaughn Gayman**, Publicity Director, Loras College, Dubuque, Iowa; **R. W. Jones**, Driver Education Instructor, Keokuk Community High School, Keokuk, Iowa; **Joseph M. Kaplan**, Manager, Greater Los Angeles Chapter, National Safety Council; **Mrs. Yvonne Jones Slover**, Principal, Meadowbrook Elementary School, Fort Lauderdale, Fla.; **Richard Eckert**, Chairman, Driver Education Department, Arlington High School, Arlington Heights, Ill. and **Ivan J. Stehman**, Coordinator, Highway Safety Education, Pennsylvania Department of Public Instruction, Harrisburg, Pa.



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NEW PRODUCTS

HYDRAULIC BRAKE DUAL CONTROL

In order to facilitate instruction of beginners in driving a car, the Stromberg Hydraulic Brake and Coupling Co., 5453 Northwest Highway, Chicago 30, has introduced a new device called the Hydramite Hydraulic Brake Dual Control. This new braking device is fastened to the floor of the front compartment of a car, on the extreme right side, so that the instructor riding with the trainee may place his foot on it and bring the car to a safe stop wherever need be. The Hydramite Hydraulic Brake Dual Control may be quickly and easily installed by any auto mechanic. While it operates just as surely and positively as the regular foot brake, its operation is entirely independent of the regular brake. The entire unit consists of a 4 x 8 inch metal plate, to which is attached a sturdy brake pedal of conventional size, and a metal hydraulic cylinder 5 inches long and 1½ inches in diameter. Connection with the regular brake master cylinder is made through small copper tubing, which comes with the outfit with complete instructions. (Item 1).

SCHOOL TRAFFIC SIGNAL SYSTEM

Type PA-30 School Traffic Signal System is designed for operation at mid-block crossings. These locations are safer places for children to cross streets, as they do not have to avoid turning traffic. During the morning and afternoon, the signal operates automatically in response to push buttons. At other periods, the signal remains on normal highway "Go" indication. On non-school days, the signal remains on highway "Go" indication at all times, and when school reopens, operation resumes automatically in accordance with the previously set schedule. An electronic controller provides simple timing adjustments. Control knobs are easily turned to desired settings, and no changing of gears or setting of dial keys is required. Crouse-Hinds Co., Syracuse 1, N. Y. (Item 2).

PANIC EXIT DEVICE

A new Yale mortise panic exit device designed for use on fire doors with maximum fire protection requirements is one of the several

new safety exit devices developed by Yale & Towne's lock and hardware division. The new Yale device allows the door to be opened when the slightest pressure is applied to its horizontal bar, but prevents fire doors from springing open under emergency circumstances when a high degree of heat has been built up. The new Yale mortise applied panic exit device is designed so that all parts susceptible to melting under emergency circumstances are protected by the door itself. It has received the Underwriters' seal signifying highest fire resistance. The Yale and Towne Mfg. Co., Chrysler Bldg., New York 17, N. Y. (Item 3).

SAFE-T-MALLET

Young athletes can now play fast, exciting versions of Polo, Field Hockey and other goal games with a new product called Safe-T-Mallet. From handle to head, Safe-T-Mallet is made entirely of lightweight, resilient polyethylene. It is said to permit free-swinging game action without causing injuries. The Safe-T-Mallet is 31" long, measures 7" across the head and weighs just 6 oz. It was developed for use with the Cosom Little Fun Ball, which has circular surface holes that limit its flight for confined area play. A complete game set consists of four Safe-T-Mallets, one little Fun Ball, four dome-shaped goal markers (all made of polyethylene) and a folder of instructions and complete rules for seven games. The games are reportedly ideal for boys and girls from 10 years old and up. Cosom Industries, Inc., 6012 Wayzata Blvd., Minneapolis 16, Minn. (Item 4).

SAFETY EDUCATION—NEW PRODUCTS

FEBRUARY, 1960

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4

Name

Title

Address

City..... State.....

Mail Box

Madison, Wis.—I read and enjoyed the Upper Elementary Safety Lesson, "Thanksgiving in the Country," in the November issue.

Your firearms and hunting safety pointers are well taken and, if followed, would do a good deal to reduce the awful toll guns so needlessly take.

One minor point would I take issue with, and it does not concern gun safety at all.

In your story, you have Grandfather Mitchell going after a hawk that he says has been bothering his chickens. In many states, all or most species of hawks are protected, and often the law gives landowners the right to kill hawks only when they are actually doing damage. The reason, of course, is that by and large, nearly all hawks do more good than harm, by controlling rodents and insects and unhealthy wildlife of all kinds.

With conservation organizations working, through education and publications such as *Audubon Magazine*, to teach the facts about

birds of prey, it is important that those of us in other fields refrain from hurting the cause through even unintentional remarks. Hawks on occasion *do* bother poultry, and must be killed, but general statements are often misleading if they appear to condemn all hawks. Thank you for permitting me to point this out.

Eugene M. Roark
Wisconsin Motor Vehicle Department,
Conservation chairman, Madison
Audubon Society

Coming In March Issue

- ▶ A provocative article on a highly controversial subject—the educational value of school safety patrols—takes the negative argument as Phoenix school district tells how it "threw away crutches (school patrols)."
- ▶ An authoritative report of the Los Angeles school fire tests by the man in charge of those burning experiments.
- ▶ An interesting approach to teaching safety—through creative art classes. The authors plead for complete freedom in art expression and point out negative factors of poster contests.
- ▶ Safety education data sheet on baby sitting revised.
- ▶ The facts of how Pittsburgh's radio program, *Safety Story* is developed, written and performed by the students.
- ▶ So you think you are a safety educator? An article on this subject might make you aware of the needs and requirements for being an excellent teacher of accident prevention.
- ▶ Elementary safety lessons deal with safety on wheels—bicycles, skates, and wagons, while the high school lessons discuss various careers in safety.

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Motorists just can't miss seeing the Cair-Cap school safety patrol helmet. Its eye-catching color and distinctive styling make crossing guards more visible—makes them easier to identify—from a much greater distance than any other item of the patrol uniform. Even in rain, snow, dusk or fog, drivers receive greatly increased warning to "watch out for children."

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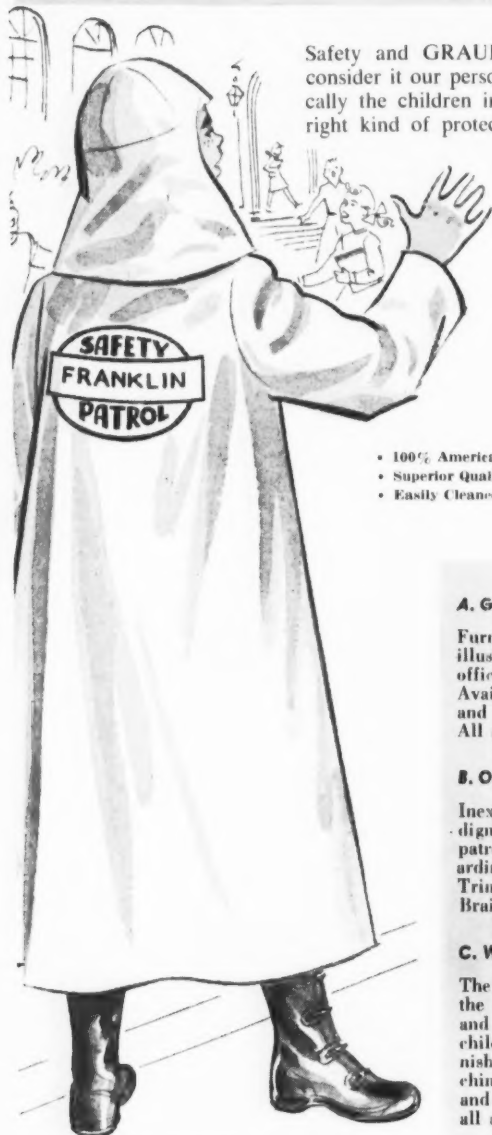
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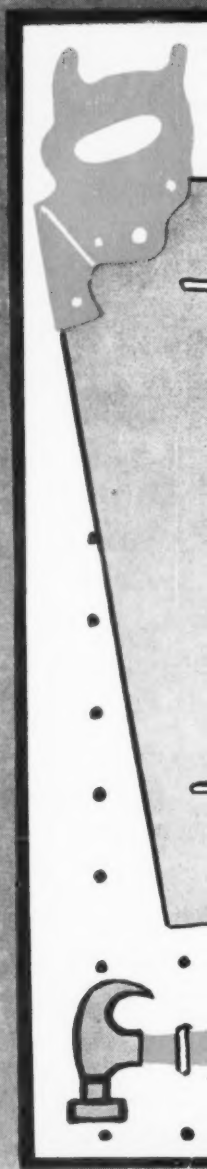
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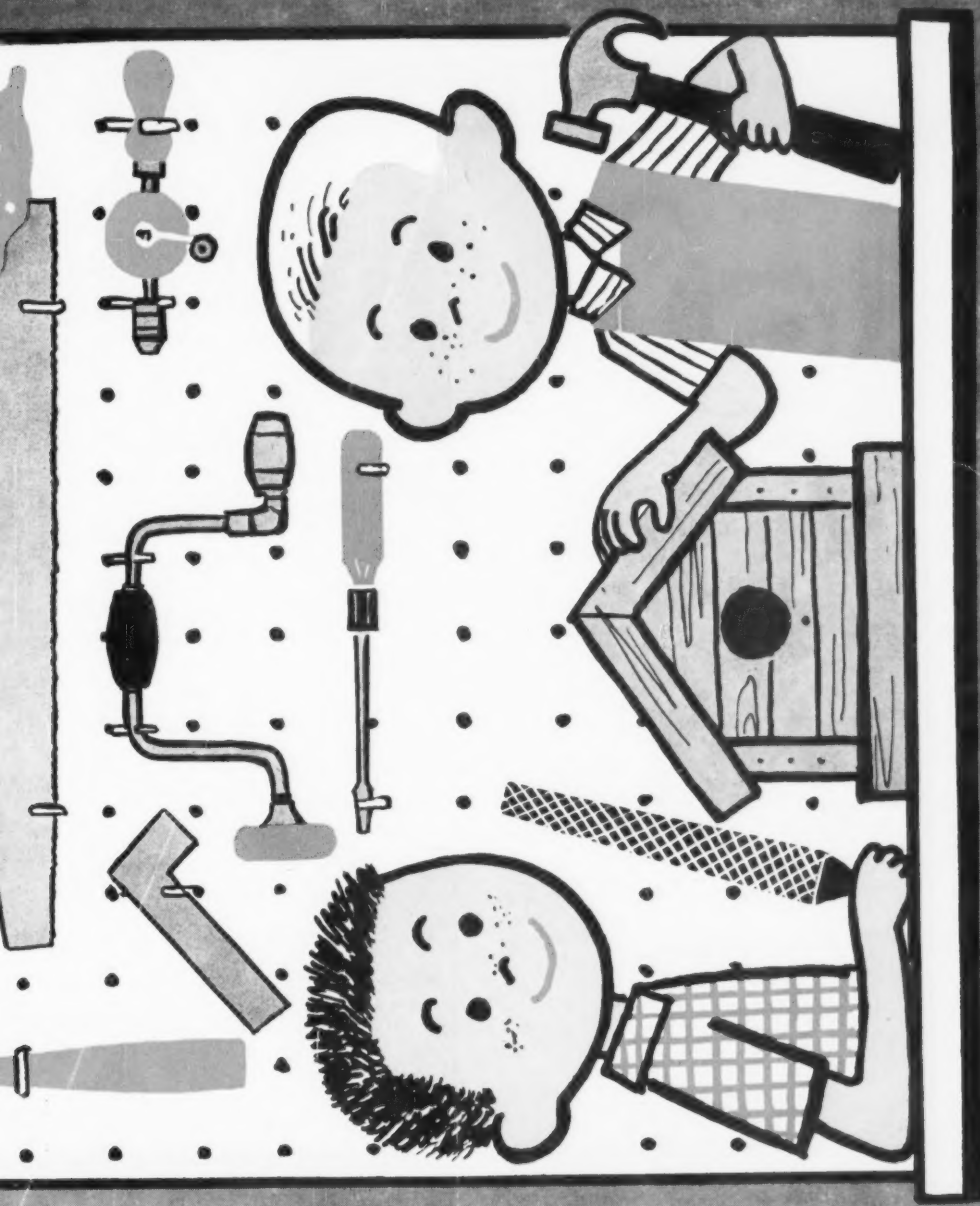
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AND SEE WHAT
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